

# YEAR 9

# ASSESSMENT BOOKLET

# 2026





Dear students, parents and caregivers

Assessment is a continuous process of assessing the skills and knowledge gained and applied during your child's learning program.

We encourage every student to enjoy their learning and the assessment tasks set, as all build knowledge and skills for their lives ahead.

We encourage families to discuss assessment tasks and to celebrate the learning achieved through the experience.

Planning for assessments is an important skill for students in maturing and developing responsibility for their learning progress.

We recommend families read the booklets carefully, and plan for the year ahead to avoid tasks piling up or being missed.

Support is available for students where needed. Students and parents are advised to contact the teacher, Year Advisor or Learning and Support team when issues emerge. Early intervention and support is powerful in ensuring confidence and motivation is maintained.

It remains true that regular attendance and reading at home as well as at school, are important foundations for success in learning and assessments.

We wish all our students the best for their assessment programs.

Cassy Norris  
Principal

Ashleigh Baso  
Head Teacher Secondary Studies.



## Junior Assessment Policy Years 7-9

### Penalty for Non-submission

If a student does not submit an assessment task or is not present for a test/practical task, they will incur:

**Years 7 and 8 - 10% penalty of the student's mark per school day.** After five days, a student will receive a zero mark. Tasks will not be returned to students within this 5-day submission window if there are any students who have not submitted their tasks.

### Appeals/Extensions

Possible reasons for appeals:

- Illness
- Misadventure
- Engaging in school activities

Students are to make appeals directly to their classroom teacher:

- ❖ School activities - verbally notify your classroom teacher **before** the due date and arrange for another time to submit the task or sit the test.
- ❖ Illness / Extensions - note from your parents to be given to your classroom teacher. Extensions cannot be requested on the day a task is due. This should be done days in advance.

Successful appeals will not attract a penalty.

Late submissions are to be handed to your class teacher and will be date-stamped as a late submission.

## Using Technology

### Using a computer

A student who uses a computer to produce an assessment task must:

- ✓ print out a draft at least one day prior to the due date
- ✓ keep all handwritten notes
- ✓ Keep all versions of the tasks (best practice to share this with your teacher as evidence of students own work)
- ✓ attach their work to the appropriate post on the selected 'online platform' (such as Google classroom).

Excuses such as:

- viruses
- hardware or software failure (at school or home)
- incompatibility of software versions (eg. between home and school)

will not be accepted for failure to submit an assignment on time.

### Technological Failure

In the advent of a computer problem a student must:

- bring all of the above on the day the assignment is due
- bring an Assessment Task Appeal form applying for a college-based dispensation, and present the completed form to the Head Teacher faculty before the first lesson on the day the assignment is due
- understand that the mark will be based on the material presented on the day (i.e. new material can not be introduced).



## Using Generative AI

Ryde Secondary College is committed to fostering a safe, inclusive, and respectful learning environment. The use of generative AI tools must reflect these values. Students are responsible for their own actions and are expected to use AI ethically, safely, and with integrity. The use of generative AI tools must reflect these values. All AI use must align with the school's expectations for academic honesty, wellbeing, and respectful conduct. Misuse of AI tools, including bullying, plagiarism, or misrepresentation, will be addressed in accordance with school policies.

Students are expected to:

1. **Be responsible** - You are accountable for how you use AI. Don't rely on it to make decisions for you.
2. **Keep it safe** - AI tools must not be used in ways that could cause harm to oneself or others, including emotional, psychological, or reputational harm.
3. **Value diverse perspectives** - Students are encouraged to use AI to explore a range of viewpoints, cultures, and ideas not only those that reinforce their own biases or assumptions.
4. **Respect human dignity** - AI must never be used to bully, stereotype, discriminate, or disrespect individuals or groups. All engagement with AI must uphold the dignity and rights of others.
5. **Use trusted tools**: Only use AI tools that your school has approved or recommended.

These expectations apply to all AI use in learning, assessment, and communication. Breaches will be addressed in accordance with the school's wellbeing, inclusion, and academic integrity procedures.

Ryde Secondary College uses a **five-tier model** to guide ethical AI use:

Tier	Description	Permitted AI Use	Student Requirements
<b>Tier 0</b>	AI-Prohibited Tasks	No AI use permitted	Declaration of authenticity; annotated drafts and process logs required
<b>Tier 1</b>	AI-Supported Learning	Grammar, spelling, brainstorming	No formal attribution; teacher may prompt reflection
<b>Tier 2</b>	AI-Guided Drafting	Rewording, outlining, idea expansion	Clear attribution; annotation of AI contributions, editing logs, version reports
<b>Tier 3</b>	AI-Integrated Assessment	AI as source, stimulus, or critique	Detailed attribution; reflection on reliability, bias, and limitations, editing logs and evidence of prior/engagement in learning
<b>Tier 4</b>	AI-Collaborative Creation	Co-development of artefacts (e.g. scripts, designs)	Full disclosure; iterative evidence of student decision-making, editing logs, evidence of prior/engagement in learning

Assessment tasks will explicitly state what level of AI is allowed. It is assumed any Assessment that does not mention a tier is automatically a Tier 0

Students must adhere to the school's AI permissions model when completing assessment tasks. This includes:

1. **Following task-specific AI permissions:** tasks may fall under different tiers of AI use, from prohibited to collaborative. Students must comply with the expectations outlined for each tier.
2. **Providing process evidence when required:** where AI use is restricted, students are required to submit annotated drafts, planning documents, and process logs to verify authorship.
3. **Acknowledging AI contributions transparently:** where AI use is permitted, students must clearly acknowledge all contributions, including the tool used, date of use, and purpose. They must also reflect on the ethical implications of their engagement.
4. **Engaging meaningfully in prior learning:** failure to engage in classwork, drafting, or formative activities may be considered as an indicator of potential AI misuse in an Assessment. Teachers may request additional evidence to confirm authenticity.

### **Malpractice/ Collusion/ Plagiarism**

While the college understands that technology is evolving students must understand that its improper use in assessment is identified as Collusion. This is when a student improperly uses AI to produce work meant for individual assessment. This includes:

- Submitting AI-generated answers as if they were their own work
- Submitting work significantly created by AI as if they were their own work
- Using AI tools without permission or acknowledgement

If a student is suspected of Malpractice they will be referred to the Head Teacher for investigation. It falls to the Student to demonstrate that all unacknowledged work is entirely their own through the provision of evidence such as drafts and version histories. Each malpractice case is investigated on its merits, considering all the issues, in order to arrive at a fair conclusion.

Where student conduct constituting malpractice has been established, a penalty may be imposed appropriate to the seriousness of the offence. Separate disciplinary actions may also be imposed aligned to the Colleges disciplinary policy. In exceptional circumstances, the school may decide to administer a substitute assessment task.



## Reporting -

### After Assessment Task

After Each Assessment Task teachers will provide information to students, which will show their performance relative to each other on a specific task.

The student will receive a rank specific to the task.

Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

### Formal Reports

Formal College reports will be issued by the College at a point midway through the course and at the completion of the course. These reports will provide a comment focused on individual learning progress and what can be done to support learning growth.

The report will also feature a cumulative rank and a course grade.

The course grade is determined by performance in tasks and teacher professional judgement aligned to the Common Grade Scale and subject specific course descriptors as prescribed by NESAs.

The scale describes performance at each of the five grade levels.

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# 1. Core Courses

## ENGLISH

Syllabus: [English K–10 | NSW Education Standards](#)

Task	Task Type	Outcomes	Weighting	Due Date
Imaginative Writing and Reflection	In-class	EN5-ECA-01 EN5-ECB-01 EN5-URB-01	30%	Term 1 Week 6
Oral Presentation	In-class	EN5-RVL-01 EN5-URC-01 EN5-URA-01	30%	Term 2 Week 8
Extended Analytical Response	In-class	EN5-RVL-01 EN5-URA-01 EN5-URB-01	40%	Term 3 Week 10

### Outcomes:

<b>EN5-RVL-01</b>	Uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b>	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>EN5URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge value and attitudes
<b>EN5-URC-01</b>	Investigates and explains ways of valuing texts and the relationships between them
<b>EN5-ECA-01</b>	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>EN5-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

# GEOGRAPHY

**Syllabus:** Geography K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Pineapple Production Task	Research Task	GE5-3, GE5-5, GE5-8	30%	Term 1 Week 9
Geography Skills Test	In class test	GE5-7	20%	Term 2, Week 6
Stimulus Based Short Answer Task	In class test	GE5-2, GE5-3, GE5-5, GE5-8	20%	Term 3 Week 8
Final Exam	In class test	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7	30%	Term 4, Week 4

## Outcomes:

<b>GE5-1</b>	explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	explains processes and influences that form and transform places and environments
<b>GE5-3</b>	analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	communicates geographical information to a range of audiences using a variety of strategies

# HISTORY

**Syllabus: History K–10 | NSW Education Standards**

Task	Task Type	Outcomes	Weighting	Due Date
Movement of Peoples	Hand-in writing task	HT5-1, HT5-4, HT5-5, HT5-7, HT5-10	30%	Term 1, Week 10
World Wars commemoration task	Documentary	HT5-1, HT5-3, HT5-4, HT5-5, HT5-8	35%	Term 3, Week 4
Yearly examination	Examination	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9	35%	Term 4, Week 2

**Outcomes:**

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| <p><b>HT5-1</b></p> <p><b>HT5-2</b></p> <p><b>HT5-3</b></p> <p><b>HT5-4</b></p> <p><b>HT5-5</b></p> <p><b>HT5-6</b></p> <p><b>HT5-7</b></p> <p><b>HT5-8</b></p> <p><b>HT5-9</b></p> <p><b>HT5-10</b></p> | <p>explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p> |
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# MATHEMATICS

**Syllabus: Mathematics K–10 | NSW Education Standards**

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Project	MA5-EQU-C-01, MA5-ALG-C-01, MAO-WM-01, MA5-GEO-C-01	25%	Term 1 Week 9
Task 2	Examination	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-ARE-C-01, MA5-VOL-C-01, MA5 MAG-C-01 Related Path content: MA5-VOL-P-01, MA5-ARE-P-01	25%	Term 2 Week 9
Task 3	Examination	MAO-WM-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-FIN-C-01 Related Path content: : MA5-IND-P-01, MA5-IND-P-02	25%	Term 3 Week 6
Task 4	Examination	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-PRO-C-01 Related Path content: MA5-LIN-P-01, MA5-EQU-P-01, MA5-PRO-P-01	25%	Term 4 Week 5

## Outcomes:

<b>MA5-FIN-C-01</b>	solves financial problems involving simple interest, earning money and spending money
<b>MA5-ALG-C-01</b>	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-IND-C-01</b>	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-IND-P-01</b>	applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
<b>MA5-IND-P-02</b>	describes and performs operations with surds and fractional indices ( <i>Path: Adv</i> )
<b>MA5-EQU-C-01</b>	solves linear equations of up to 3 steps, limited to one algebraic fraction
<b>MA5-EQU-P-01</b>	solves monic quadratic equations, linear inequalities and cubic equations of the form ( <i>Path: Adv</i> )
<b>MA5-EQU-P-02</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
<b>MA5-LIN-C-01</b>	graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-LIN-C-02</b>	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
<b>MA5-LIN-P-01</b>	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
<b>MA5-MAG-C-01</b>	applies trigonometric ratios to solve right-angled triangle problems
<b>MA5-TRG-C-01</b>	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
<b>MA5-ARE-C-01</b>	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems ( <i>Path: Stn, Adv</i> )
<b>MA5-ARE-P-01</b>	solves problems involving the volume of composite solids consisting of right prisms and cylinders
<b>MA5-VOL-C-01</b>	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids ( <i>Path: Stn, Adv</i> )
<b>MA5-VOL-P-01</b>	identifies and applies the properties of similar figures and scale drawings to solve problems
<b>MA5-GEO-C-01</b>	establishes conditions for congruent triangles and similar triangles and solves problems relating
<b>MA5-DAT-C-01</b>	compares and analyses datasets using summary statistics and graphical representations
<b>MA5-PRO-C-01</b>	solves problems involving probabilities in multistage chance experiments and simulations
<b>MA5-PRO-P-01</b>	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )

# SCIENCE

**Syllabus: Science 7–10 | NSW Education Standards**

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Depth Study	SC5-WS:02, 05-08 SC5-DIS-01	20	Term 1, Week 91
Task 2	Half yearly examination	SC5-DIS-01, SC5-EGY-01 SC5-WS:05-08	30	Term 2, Week 6
Task 3	Skills Test	SC5-WS:04-08, SC5-MAT-01	20	Term 3, Week 5
Task 4	Yearly examination	SC5-WS:05-08 SC5-MAT-01 SC5-ENV-01	30	Term 4, Week 4

## Outcomes:

<b>SC5-WS-01</b>	selects and uses scientific tools and instruments for accurate observations
<b>SC5-WS-02</b>	develops questions and hypotheses for scientific investigation
<b>SC5-WS-03</b>	designs safe, ethical, valid and reliable investigations
<b>SC5-WS-04</b>	follows a planned procedure to undertake safe, ethical, valid and reliable investigations
<b>SC5-WS-05</b>	selects and uses a range of tools to process and represent data
<b>SC5-WS-06</b>	analyses data from investigations to identify trends, patterns and relationships, and draws conclusions
<b>SC5-WS-07</b>	selects suitable problem-solving strategies and evaluates proposed solutions to identified problems
<b>SC5-WS-08</b>	communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms
<b>SC5-DA2-01</b>	assesses the use of scientific knowledge and data in evidence-based decisions and when verifying the legitimacy of claims
<b>SC5-EGY-01</b>	evaluates current and alternative energy use based on ethical and sustainability considerations
<b>SC5-DIS-01</b>	explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease
<b>SC5-MAT-01</b>	assesses the uses of materials based on their physical and chemical properties
<b>SC5-ENV-01</b>	analyses the impact of human activity on the natural world

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Syllabus: PDHPE K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Football Practical	Skills test	PD5-4 PD5-11	25%	Term 1 week 5
Vision Board	Project	PD5-1 PD5-9	25%	Term 1 week 9
Dance	Practical routine	PD5-4 PD5-10	25%	Term 2 week 7
Contraception	Examination	PD5-9 PD5-10	25%	Term 3 week 9

## Outcomes:

<b>PD5-1</b>	Assesses their own and others' capacity to reflect on and respond positively to challenges
<b>PD5-2</b>	Researches and appraises the effectiveness of health information and support services available in the community
<b>PD5-3</b>	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
<b>PD5-4</b>	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
<b>PD5-5</b>	Appraises and justifies choices of actions when solving complex movement challenges
<b>PD5-6</b>	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
<b>PD5-7</b>	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
<b>PD5-8</b>	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
<b>PD5-9</b>	Assesses and applies self-management skills to effectively manage complex situations
<b>PD5-10</b>	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
<b>PD5-11</b>	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

## 2. Elective Courses

### Child Studies

**Syllabus:** Child Studies 7–10 (2019) | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Group Research Task	Group Task	CS5-2, CS5-5, CS5-6, CS5-11	20%	Term 1, Week 8
Information Package	Research Task	CS5-1, CS5-5, CS5-6, CS5-11	30%	Term 2, Week 8
Design a Toy + Evaluation	Creative Project	CS5-4, CS5-9, CS5-12	30%	Term 3, Week 6
Kids Party Menu	Design Project	CS5-1, CS5-5, CS5-11	20%	Term 4, Week 4

#### Outcomes:

- CS5-1** identifies the characteristics of a child at each stage of growth and development
- CS5-2** describes the factors that affect the health and wellbeing of the child
- CS5-3** analyses the evolution of childhood experiences and parenting roles over time
- CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5** evaluates strategies that promote the growth and development of children
- CS5-6** describes a range of parenting practices for optimal growth and development
- CS5-7** discusses the importance of positive relationships for the growth and development of children
- CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

# Commerce

Syllabus: Geography K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Consumer & financial decisions task	In class extended response	5.1, 5.2, 5.4, 5.7, 5.9	25%	Term 1, Week 8
Employment and Work Futures Test	In class test	5.1, 5.2	25%	Term 2 Week 6
Investing Test	In class test	5.1, 5.4, 5.5, 5.7, 5.8, 5.9	25%	Term 3 Week 9
Final Exam	In class final exam	5.1, 5.2, 5.4, 5.5, 5.8	25%	Term 4 Week 4

## Outcomes:

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| <b>5.1</b> | applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts |
| <b>5.2</b> | analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts |
| <b>5.3</b> | examines the role of law in society  |
| <b>5.4</b> | analyses key factors affecting commercial and legal decisions  |
| <b>5.5</b> | evaluates options for solving commercial and legal problems and issues   |
| <b>5.6</b> | monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues                       |
| <b>5.7</b> | researches and assesses commercial and legal information using a variety of sources  |
| <b>5.8</b> | explains commercial and legal information using a variety of forms   |
| <b>5.9</b> | works independently and collaboratively to meet individual and collective goals within specified timelines                         |

# Design and Technology

Syllabus: [Design and Technology 7–10 Syllabus \(2019\)](#)

Task	Task Type	Outcomes	Weighting	Due Date
Task 1: Small Community Structure - Architectural Drawing Task	Drawing Set & Portfolio	DT5-1, DT5-3, DT5-4, DT5-7	25%	Term 2, Week 1
Task 2: Upcycle Denim Project + Folio	Practical Product & Design Portfolio	DT5-1, DT5-2, DT5-6	25%	Term 3, Week 6
Task 3: Recycled Furniture & Presentation	Practical Product & Design Portfolio	DT5-7, DT5-9, DT5-10	25%	Term 4, Week 4
Task 4: Written Exam	Examination	DT5-3, DT5-4, DT5-5	25%	Term 4, Week 7

## Outcomes:

<b>DT5-1</b>	analyses and applies a range of design concepts and processes
<b>DT5-2</b>	applies and justifies an appropriate process of design when developing design ideas and <b>solutions</b>
<b>DT5-3</b>	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
<b>DT5-4</b>	analyses the work and responsibilities of designers and the factors affecting their work
<b>DT5-5</b>	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
<b>DT5-6</b>	develops and evaluates creative, innovative and enterprising design ideas and solutions
<b>DT5-7</b>	uses appropriate techniques when communicating design ideas and solutions to a range of audiences selects and applies management strategies when developing design solutions
<b>DT5-8</b>	applies risk management practices and works safely in developing quality design solutions
<b>DT5-9</b>	selects and uses a range of technologies competently in the development and management of quality design solutions
<b>DT5-10</b>	

# Drama

Syllabus: [Drama 7-10 Syllabus](#)

Task	Task Type	Outcomes	Weighting	Due Date
Self devised Play building task (building a dramatic moment based on a stimulus) and logbook	In class performance. Submission of logbook.	DR5-MAK-01 DR5-PER-01 DR5-APP-01	Performance 20% Logbook 5%	Term 1, Week 8
Building an ensemble item for RSC Creative	In class performance In class reflection item	DR5-MAK-02 DR5-PER-02	Performance 20% Reflection 5%	Term 2, Week 8
Scripted Drama Greek theatre	In class performance Written submission	DR5-MAK-02 DR5-PER-02 DR5-APP-02	Performance 20% Directorial Concept 10%	Term 3, Week 9
Duologues	Students will rehearse small group performances for presentation	DR5-MAK-02 DR5-PER-02	Performance 20%	Term 4, Week 4

## Outcomes:

<b>DR5-MAK-01</b>	creates and refines meaning through experimentation with dramatic processes
<b>DR5-MAK-02</b>	selects and applies dramatic elements to create and refine works and experiences through dramatic contexts
<b>DR5-PER-01</b>	applies and adapts performance skills and dramatic processes to communicate intention and meaning
<b>DR5-PER-02</b>	manipulates dramatic elements to stage works and influence audience response through dramatic contexts
<b>DR5-APP-01</b>	analyses how creative choices shape intention and meaning through dramatic processes
<b>DR5-APP-02</b>	evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

# History Elective

**Syllabus:** [History Elective 7-10 Syllabus](#) | [NSW Education Standards](#)

Task	Task Type	Outcomes	Weighting	Due Date
Myths and Legends	Documentary	HTE5-6, HTE5-8, HTE5-9, HTE5-10	30%	Term 1, Week 9
Personality Study	Research Essay	HTE5-1, HTE5-6, HTE5-8, HTE5-9	40%	Term 3, Week 7
Yearly Examination	Examination	HTE5-1, HTE5-2, HTE5-3, HTE5-5, HTE5-7	30%	Term 4, Week 4

**Outcomes:**

<b>HTE5-1</b>	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>HTE5-2</b>	examines the ways in which historical meanings can be constructed through a range of media
<b>HTE5-3</b>	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>HTE5-4</b>	explains the importance of key features of past societies or periods, including groups and personalities
<b>HTE5-5</b>	evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
<b>HTE5-6</b>	Identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
<b>HTE5-7</b>	Explains different contexts, perspectives and interpretations of the past
<b>HTE5-8</b>	Locates, selects and organizes relevant historical information from a number of sources to undertake historical inquiry
<b>HTE5-9</b>	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HTE5-10</b>	Selects and uses appropriate forms to communicate effectively about the past for different audiences

# Engineering Industrial Technology

**Syllabus:** Industrial Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Technical Drawing	Drawing Project	IND 5-5, IND 5-6, IND 5-9	25%	Term 1, Week 8
Tower Structure	Product & Portfolio	IND 5-2, IND 5-4,IND 5-7	25%	Term2, Week 4
Examination	Written Exam	IND 5-5, IND 5-9, IND 5-10	25%	Term 3, Week 9
Automata Mechanism	Product & Portfolio	IND 5-1, IND 5-3, IND 5-8	25%	Term 4, Week 7

## Outcomes:

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| <p><b>IND5-1</b></p> <p><b>IND5-2</b></p> <p><b>IND5-3</b></p> <p><b>IND5-4</b></p> <p><b>IND5-5</b></p> <p><b>IND5-6</b></p> <p><b>IND5-7</b></p> <p><b>IND5-8</b></p> <p><b>IND5-9</b></p> <p><b>IND5-10</b></p> | <p>identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>applies design principles in the modification, development and production of projects</p> <p>identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>identifies and participates in collaborative work practices in the learning environment</p> <p>applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p> |
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# Food Technology

**Syllabus: Food Technology 7–10 | NSW Education Standards**

Task	Task Type	Outcomes	Weighting	Due Date
Foodie Adventure	Advertisement	FT5-8, FT5-9, FT5-12	30%	Term 2 Week 2
Party Plan Proposal	Portfolio and Practical	FT5-1, FT5-5, FT5-10, FT5-11	40%	Term 3 Week 5
Yearly Exam	Exam	FT5-2, FT5-3, FT5-7, FT5-13	30%	Term 4 Week 2

**Outcomes:**

<b>FT5-1</b>	<p>demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>describes the physical and chemical properties of a variety of foods</p> <p>accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>applies appropriate methods of food processing, preparation and storage</p> <p>describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>justifies food choices by analysing the factors that influence eating habits</p> <p>collects, evaluates and applies information from a variety of sources</p> <p>communicates ideas and information using a range of media and appropriate terminology</p> <p>selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>examines the relationship between food, technology and society</p> <p>evaluates the impact of activities related to food on the individual, society and the environment</p>
<b>FT5-2</b>	
<b>FT5-3</b>	
<b>FT5-4</b>	
<b>FT5-5</b>	
<b>FT5-6</b>	
<b>FT5-7</b>	
<b>FT5-8</b>	
<b>FT5-9</b>	
<b>FT5-10</b>	
<b>FT5-11</b>	
<b>FT5-12</b>	
<b>FT5-13</b>	

# French

**Syllabus:** Modern Languages K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Speaking and Culture Project	ML5-INT-01 ML5-CRT-01	15%	Term 1, Week 8
Task 2	Listening, Reading and Writing	ML5-UND-01 ML5-CRT-01	35%	Term 2, Week 6
Task 3	Speaking and Culture Project	ML5-INT-01 ML5-CRT-01	15%	Term 3, Week 8
Task 4	Listening, Reading and Writing	ML5-UND-01 ML5-CRT-01	35%	Term 4, Week 5

**Outcomes:**

<b>ML5-INT-01</b>	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

# Hospitality

Syllabus: Food Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
The Nutrition Edit	Advertisement	FT5-6, FT5-7, FT5-8, FT5-9	30	Term 2 Week 2
Practical Assessment Bite-Size Business	Portfolio and Practical	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	40	Term 3 Week 5
Theory Exam	Exam	FT5-2, FT5-3, FT5-7, FT5-12, FT5-13	30	Term 4 Week 2

## Outcomes:

<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	examines the relationship between food, technology and society
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment

# Indonesian

**Syllabus:** Modern Languages K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Daily routine unit test	In class test	ML5-INT-01 ML5-UND-01	20%	Term 1, Week 7
House project	Research Project	ML5-CRT-01	20%	Term 2, Week 2
Speaking test	In class test	ML5-INT-01 ML5-UND-01	10%	Term 2, Week 6
Sport unit test	In class test	ML5-UND-01 ML5-CRT-01	20%	Term 3, Week 7
Shopping booklet	Research Project	ML5-INT-01 ML5-UND-01 ML5-CRT-01	20%	Term 4, Week 2
Speaking test	In class test	ML5-INT-01	10%	Term 4, Week 5

**Outcomes:**

<p><b>ML5-INT-01</b></p> <p><b>ML5-UND-01</b></p> <p><b>ML5-CRT-01</b></p>	<p>exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>
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# Industrial Technology Timber

Syllabus:  industrial-technology-st6-syl+Industrial+Technology (1).pdf

Task	Task Type	Outcomes	Weighting	Due Date
Project 1: Bench Hook (Product and Portfolio)	Project and Portfolio	IND5-1, IND5-3, IND5-6	20%	Term 1 Week 6
Project 2: Trinket Box (Product and Portfolio)	Project and Portfolio	IND5-2, IND5-4, IND5-5, IND5-7	40%	Term 2 Week 11
Written Exam – In Class TBA	Examination	IND5-1, IND5-5, IND5-10	40%	Term 3 Week 9

## Outcomes

<b>IND5-1</b>	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
<b>IND5-2</b>	applies design principles in the modification, development and production of projects
<b>IND5-3</b>	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	selects, justifies and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-6</b>	identifies and participates in collaborative work practices in the learning environment
<b>IND5-7</b>	applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>IND5-10</b>	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# International Studies

## Syllabus:

Task	Task Type	Outcomes	Weighting	Due Date
Culture and Beliefs	Report and Presentation	7, 8, 9, 12	25%	Term 1, Week 8
Understanding Cultural Diversity	Research Report	2,3,4,6,12	25%	Term 2, Week 3
Culture and Beliefs Presentation	In class presentation	3,6,7,8,12	25%	Term 3 Week 5
China and India Report	Research Report	2,3,4,6,10,11,12	25%	Term 4, Week 3

### Outcomes:

- 5-1** analyses a variety of definitions of culture
- 5-2** describes characteristics of culture
- 5-3** examines cultural similarities and differences
- 5-4** examines cultural diversity
- 5-5** accounts for the dynamic nature of culture
- 5-6** identifies influences on cultures and their interconnectedness
- 5-7** recognises bias and stereotypes
- 5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
- 5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
- 5-10** applies understanding of cultural differences when communicating across cultures
- 5-11** applies strategies to challenge stereotypes
- 5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

# Computing Technology

**Syllabus:** Computing Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Game Design	Hardware/Software Product	CT5-SAF-01, CT5-EVL-01, CT5-THI-01, CT5-DES-01	30%	Term 2, Week 4
Game Trade Show	Presentation, Documentation and Product	CT5-COM-01, CT5-DAT-01, CT5-COL-01	30%	Term 2, Week 10
Data Analysis Project	Product	CT5-DPM-01, CT5-EVL-01, CT5-THI-01, CT5-DAT-02, CT5-OPL-01	15%	Term 3, Week 10
Data Analysis Project	Presentation	CT5-COM-01, CT5-DAT-01, CT5-COL-01	25%	Term 4, Week 3

**Outcomes:**

<b>CT5-SAF-01</b>	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
<b>CT5-DPM-01</b>	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
<b>CT5-COL-01</b>	manages, documents and explains individual and collaborative work practices
<b>CT5-EVL-01</b>	understands how innovation, enterprise and automation have inspired the evolution of computing technology
<b>CT5-DAT-01</b>	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
<b>CT5-COM-01</b>	communicates ideas, processes and solutions using appropriate media
<b>CT5-OPL-01</b>	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
<b>CT5-THI-01</b>	applies computational, design and systems thinking to the development of computing solutions
<b>CT5-DAT-02</b>	acquires, represents, analyses and visualises simple and structured data
<b>CT5-DES-01</b>	designs and creates user interfaces and the user experience

# Music

**Syllabus:** Music 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Individual/Small Group	Performance	MU5-PER-01 MU5-PER-02	25	Term 1, Week 8
Exam	Listening	MU5-LIS-01 MU5-LIS-02	25	Term 2, Week 5
Composition and Portfolio	Composition	MU5-COM-01 MU5-COM-02	25	Term 3, Week 6
In Depth Study - Student Choice	Performance, Listening or Composition	MU5-PER-01 MU5-PER-02 MU5-LIS-01 MU5-LIS-02 MU5-COM-01 MU5-COM-02	25	Term 4, Week 3

**Outcomes:**

<b>MU5-PER-01</b>	Performs repertoire with stylistic awareness and musical expression
<b>MU5-PER-02</b>	Manipulates and combines the elements of music in performance to communicate musical ideas
<b>MU5-LIS-01</b>	Uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
<b>MU5-LIS-02</b>	Uses listening skills to evaluate how the elements of music are manipulated and combined
<b>MU5-COM-01</b>	Improvises, arranges or composes with stylistic understanding and musical expression
<b>MU5-COM-02</b>	Manipulates and combines the elements of music to create musical ideas

# Physical Activity and Sports Studies

## Syllabus: Physical Activity and Sports Studies

Task	Task Type	Outcomes	Weighting	Due Date
Body Systems	Examination	PASS5-1 PASS5-2, PASS5-10 PASS5-9	25%	Term 1 week 9
Fitness Olympics	Booklet	PASS5-1 PASS5-2, PASS5-5 PASS5-6 PASS5-7 PASS5-9	25%	Term 1 week 10
Sports Injury video presentation	Video presentation	PASS5-1 PASS5-7 PASS5-8 PASS5-10	25%	Term 2 week 9
Final exam	Examination	PASS5-1 PASS5-3 PASS5-6 PASS5-10	25%	Term 4 week 4

### Outcomes:

<b>PASS5-1</b>	Discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	Analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	Analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	Demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	Evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	Works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	Displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	Performs movement skills with increasing proficiency
<b>PASS5-10</b>	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

# Photographic and Digital Media

Syllabus: [Photographic and Digital Media 7-10](#)

Task	Task Type	Outcomes	Weighting	Due Date
Crash Course Research and Analysis	Critical and Historical	5.8, 5.9	20	Term 1 Week 10
Photography Portfolio	Artmaking	5.1, 5.3, 5.4	30	Term 2 Week 5
Action and Motion Portfolio	Artmaking	5.4, 5.5, 5.6	30	Term 3 Week 8
Case Studies	Critical and Historical	5.7, 5.8	20	Term 4 Week 3

## Outcomes:

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| <p><b>5.1</b></p> <p><b>5.2</b></p> <p><b>5.3</b></p> <p><b>5.4</b></p> <p><b>5.5</b></p> <p><b>5.6</b></p> <p><b>5.7</b></p> <p><b>5.8</b></p> <p><b>5.9</b></p> <p><b>5.10</b></p> | <p>develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</p> <p>makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience</p> <p>makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p>investigates the world as a source of ideas, concepts and subject matter for photographic and digital works</p> <p>makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p>selects appropriate procedures and techniques to make and refine photographic and digital works</p> <p>applies their understanding of aspects of practice to critically and historically interpret photographic and digital works</p> <p>uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works</p> <p>uses the frames to make different interpretations of photographic and digital works</p> <p>constructs different critical and historical accounts of photographic and digital works</p> |
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# Textiles Technology

Syllabus: Technology Mandatory | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Design and construction techniques	<b>Project 1: Focus Area:</b> Textile art.  A sensory educational book for toddlers	TEX5- 1,3,7,10,11	25%	Term 2, Week 4
Research Iconic Designers	Project 2 Research task - Designer Research	TEX5-2, 3,4, 11,7,	25%	Term 2,Week 2
Exam	Project 3: Written Exam	TEX5-1, 6, 3, 7	25%	Term 3, Week 10
Design and construct an Apparel item	<b>Project 4: Focus Area:</b>  <b>Apparel Theme: Beach Party</b> (Folio & Items for each project)  Semesterised Projects for Annual Fashion Show	TEX5-2,4, 5,11, 12	25%	Term 4, Week 2

## Outcomes:

<b>TEX5-1</b>	explains the properties and performance of a range of textile items
<b>TEX5-2</b>	justifies the selection of textile materials for specific end uses
<b>TEX5-3</b>	explains the creative process of design used in the work of textile designers
<b>TEX5-4</b>	generates and develops textile design ideas
<b>TEX5-5</b>	investigates and applies methods of colouration and decoration for a range of textile items
<b>TEX5-6</b>	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
<b>TEX5-7</b>	evaluates the impact of textiles production and use on the individual consumer and society
<b>TEX5-8</b>	selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	
<b>TEX5-10</b>	critically selects and creatively manipulates a range of textile materials to produce quality textile items
<b>TEX5-11</b>	selects appropriate techniques and uses equipment safely in the production of quality textile projects
<b>TEX5-12</b>	demonstrates competence in the production of textile projects to completion evaluates textile items to determine quality in their design and construction

# Visual Arts

**Syllabus: Visual Arts 7–10 | NSW Education Standards**

Task	Task Type	Outcomes	Weighting	Due Date
Artist Case Study Written Analysis	Critical & Historical	VA5-CHP-01 VA5-CHV-01	20	Term 1 Week 10
‘Micro Menagerie’ Body of work and VAPD	Art Making	VA5-AMV-01 VA5-AMP-01	20	Term 2 Week 4
‘Micro Menagerie’ ceramic vessel and VAPD	Art Making	VA5-AMV-01 VA5-AMP-01	20	Term 3 Week 5
Surrealism Analysis	Critical & Historical	VA5-CHC-01 VA5-CHP-01	20	Term 3 Week 7
Surreal Painting and VAPD	Art Making	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01	20	Term 4 Week 4

**Outcomes:**

<p><b>VA5-AMC-01</b> <b>VA5-AMV-01</b> <b>VA5-AMP-01</b> <b>VA5-CHC-01</b> <b>VA5-CHV-01</b> <b>VA5-CHP-01</b></p>	<p>makes and refines artworks to represent different ideas informed by an understanding of Artworld concepts and their relationships</p> <p>applies and evaluates Viewpoints to refine artistic intent and represent meaning in artworks</p> <p>selects and applies aspects of Practice to represent points of view in a body of work</p> <p>analyses and interprets Artworld concepts and their relationships in Art critical and historical studies</p> <p>interprets meaning and significance of artworks and the artworld using Viewpoints</p> <p>investigates and interprets aspects of Practice to represent Art critical and historical perspectives</p>
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# Visual Design

Syllabus: Visual Design 9–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Title Page & Journal Progress	Design Making, Critical & Historical	1, 3, 4, 5, 6 9	10	Term 1 Week 10
Graphic Design Poster Task & Journal	Design Making	1, 3, 4, 5, 6	30	Term 2 Week 5
Writing About Design Task	Critical & Historical	7, 8, 9, 10	30	Term 3 Week 2
Object Design Good Things Come in Small Packages & Journal	Design Making	1, 2, 4, 5, 6	30	Term 4 Week 3

## Outcomes:

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|---|---|
| <ul style="list-style-type: none"> <li>5.1</li> <li>5.2</li> <li>5.3</li> <li>5.4</li> <li>5.5</li> <li>5.6</li> <li>5.7</li> <li>5.8</li> <li>5.9</li> <li>5.10</li> </ul> | <ul style="list-style-type: none"> <li>Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks</li> <li>Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</li> <li>Makes visual design artworks informed by an understanding of how the frames affect meaning.</li> <li>Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks</li> <li>Makes informed choices to develop and extend concepts and different meanings in their visual design artworks</li> <li>Selects appropriate procedures and techniques to make and refine visual design artworks</li> <li>Applies their understanding of aspects of practice to critically and historically interpret visual design artworks</li> <li>Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks</li> <li>Uses the frames to make different interpretations of visual design artworks</li> <li>Constructs different critical and historical accounts of visual design artworks</li> </ul> |
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# My Assessment Planner

<b>Term</b>	<b>Week</b>	<b>Assessment</b>
<b>ONE</b>	<b>7</b>	
	<b>8</b>	
	<b>9</b>	
	<b>10</b>	
<b>TWO</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	
	<b>4</b>	
	<b>5</b>	
	<b>6</b>	
	<b>7</b>	
	<b>8</b>	
	<b>9</b>	
	<b>10</b>	
<b>THREE</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	

	<b>4</b>	
	<b>5</b>	
	<b>6</b>	
	<b>7</b>	
	<b>8</b>	
	<b>9</b>	
	<b>10</b>	
<b>FOUR</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	
	<b>4</b>	
	<b>5</b>	
	<b>6</b>	
	<b>7</b>	
	<b>8</b>	
	<b>9</b>	
	<b>10</b>	